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ABSTRACT

Regional and national seminars provided an opportunity for some 500 experts from industry and further education (FE) to analyze staff development needs related to modernization of occupational training in England. Eight issues affecting staff development were identified: environmental factors, access, relevance, design, delivery, assessment, cost-effectiveness, and industrial. These issues formed the core of an agenda for action which the seminars confirmed and exemplified. Twelve headings were identified as this agenda for action for staff development of FE teachers and trainers; modifying attitudes, a management responsibility, needs analysis, marketing, teaching skills, flexible learning, support skills, competence testing, interagency cooperation, links with industry, staff assessment/appraisal, and management skills. The seminars confirmed that these staff development items were not unique to the modernization of occupational training but they were necessary. The seminars also confirmed that while most of these staff development items related directly to the needs of FE teachers and trainers, other items related to the provision of a necessary support framework, including flexibility, local education agency (LEA) procedures, costing and pricing, local collaboration, obtaining modern equipment, and staff development budget. These items comprised a complementary staff development program for college managers and LEA FE officers and advisers. (Seminar program outlines are appended.) (YLB)

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A Staff Development Publication

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INVESTING IN CHANGE

An appraisal of staff development needs for the delivery of Modernised Occupational Training

CEDAR 378

FURTHER EDUCATION UNIT

2

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Dear Sir/Madam,

INVESTING IN CHANGE: An appraisal of staff development needs for the delivery of Modernised Occupational Training

Attached is a report which analyses the staff development that is required by the FE system in order that it may respond to the vocational training and education (VET) needs of industry.

The analysis is based on a series of regional and national expert seminars held in 1985, at which VET needs were discussed, and exemplars were presented and analysed. The outcome comprises a basic staff development agenda, not only for FE teachers and trainers, but also for LEA staff and college managers.

The messages are simple and to many obvious, dealing as they do with flexibility and the (updated) capacity to respond to change. Indeed, this is probably the most disturbing aspect of the report: much of it has been said before, but the action so far has been patchy and ad hoc. If the FHE system is to be accepted as a major component of a modern VET strategy then it must be seen generally to be capable of delivering to an increasing but constantly changing clientele. This requires a comprehensive and systematic staff development programme, and of course the necessary resources. There are signs that resources are being increased, and the many exemplars described in the appendices show that the expertise is there. What is required is that the FHE system more generally demonstrates that it has the capacity to organise, update and market its expertise.

Both MSC and FEU believe that this report gives timely support for the Work Related NAFE initiative and provides a basis for getting the FHE system acknowledged as the major provider in a modernised system of occupational training. For this reason it is a joint publication.

Yours faithfully,

Ian Randall.

IAN RANDALL
Head of Training Development Branch, MSC

Jack Mansell

JACK MANSELL
Chief Officer, FEU

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The Further Education Unit thanks those who participated in the seminars; especially those who took the chair, the speakers, the presenters of the exemplars and the Regional Curriculum Bases of the Regional Advisory Councils who made the arrangements for the regional seminars.

Acknowledgements are also due to MSC without whose professional and financial support this project would not have been possible.

FOREWORD

i) This report is an outcome of a commission from the MSC to ascertain, from a series of expert seminars, an analysis of the staff development that is required in further education to support the Modernisation of Occupational Training.

ii) Sections I and II of the report describe the nature of the seminars and the background to the Modernisation of Occupational Training. Over five hundred experts participated via this exercise. Each seminar appraised inputs describing initiatives related to vocational training and education. This report synthesises those inputs and reflections, and it is interesting to note that many of the participants acknowledged that the seminars comprised an aspect of their staff development. Section III indicates the scope and range of the seminars, and Section IV sets the context for staff development in terms of current influential issues.

iii) The resultant Agenda for Action outlined in Section IV is obviously the main section of the report. The agenda items arise from a series of key issues identified by the seminars and reported in Section IV. Neither the issues nor the staff development items will be completely new to readers, and in this sense the seminars simply confirmed that many of the well-known constraints and defects of the vocational education and training (VET) system are still around. The inputs and references, however, relate to a wide variety of current exemplars. This indicates, not for the first time, that we have structural deficiencies in VET and that patchiness of provision is endemic, if complex.

iv) For this reason, the Agenda for Action is in two parts: the first part covers those items which are obviously related to FE teachers, trainers and their managers; the second part gets nearer to some of the structural deficiencies; it describes a necessary support framework and thereby a complementary training programme for LEA FE officers, advisers and college managers.

v) Quite obviously the Agenda has resource implications, an analysis of which is beyond the scope of this report. Many of the staff development items can be provided for by existing packages and courses, but some new materials will be necessary. The MSC/DES Review of Vocational Qualifications may serve to remind industry and commerce that qualification-led VET remains relevant to their needs and that a more understandable structure, together with an imaginative use of existing resources to improve flexibility of delivery, should enhance this relevance.

vi) The seminars demonstrated that over and above an improved system, whether modularised or not, there remains an increasing need for tailor-made single programmes, each requiring its own analysis, design and delivery. This is a need which, by definition, has urgency and its non-fulfilment forms the basis of much of the discontent currently aimed at the conventional further education (and training) systems. One of the inevitable conclusions of the report, therefore, is that staff development must be systematic and frequent in its appraisal, planning and implementation. It is probably here that additional resources will be required.

vii) This project was one of many, commissioned by the MSC, in the wake of *Training for Jobs*. As such, it was compressed into a shorter space of time than is normally associated with the organisation and synthesis of a nation-wide series of seminars. Acknowledgements to those who assisted us in this endeavour are in the report. This is merely to place on record my appreciation of Douglas Pride (FEU) and Doug Thacker who did most of the leg-work, for the way in which they coped.

JACK MANSELL
CHIEF OFFICER, FEU

SUMMARY OF REPORT

i) SECTION I: **INTRODUCTION**: explains that a series of seminars were held to analyse staff development needs related to the Modernisation of Occupational Training. (Paras 1-7)

ii) SECTION II: **SEMINARS:** indicates that they identified typical changes in the work structure and their implications for vocational education and training (VET). (Paras 8-9)

iii) SECTION III: **ISSUES:** affecting staff development are seen to include: Environmental Factors, Access, Relevance, Design, Delivery, Assessment, Cost-effectiveness and Industrial Relations. These issues underpin an Agenda for Action that is developed in subsequent sections. (Paras 10-18)

iv) SECTION IV: An **AGENDA FOR ACTION** was confirmed and exemplified by the seminars.

v) For the STAFF DEVELOPMENT OF FE teachers/trainers the following headings are analysed and justified:

Modifying attitudes
A management responsibility
Needs analysis
Marketing
Teaching skills
Flexible learning
Support skills
Competence testing
Inter-agency co-operation
Links with industry
Staff assessment/appraisal
Management skills

The seminars confirmed that these staff development items were not unique to the Modernisation of Occupational Training but they were necessary.

vii) The seminars also confirmed that whilst most of the above staff development items related directly to the needs of FE teachers and trainers, other items related to the provision of a NECESSARY SUPPORT FRAMEWORK.

Such items included:

Flexibility
LEA procedures
Costing and pricing
Local collaboration
Obtaining modern equipment
Staff development budget

These were seen by the seminars to comprise a complementary staff development programme for college managers and LEA FE officers and advisers. (Paras 19-39)

viii) SECTION V: **CONCLUSIONS:** indicates the particular value of the seminars, not only as a means of identifying staff development needs but also as a means of identifying the relationship between the modernisation of industry and the modernisation of occupational training. (Para 40)

SECTION I: INTRODUCTION

1. The MSC Position Statement on the New Training Initiative, and the White Paper, *Training for Jobs* — issued in July 1984 and January 1985 respectively — made clear the Commission's priority for facilitating staff training and development in further education to ensure its relevance to the work needs of the 'new' further education.

2. This priority stems from the three key tasks for training in industry and further education arising from the objectives of the New Training Initiative.

These are:

i) Improving access to training and vocational education by eliminating barriers so that recruitment and progression are based on necessary standards and not on irrelevant entry requirements.

ii) Making training relevant and cost-effective by attending in particular to:

   a) agreement on standards

   b) content and method of teaching

   c) greater flexibility in training provision

iii) The development of testing and assessment systems which can be used to measure understanding, experience and practical skills, as well as knowledge, against recognised standards of competence.

3. This report results from an FEU managed project, whereby a number of regional seminars were arranged by the Regional Curriculum Bases of the Regional Advisory Councils in association with the Further Education Unit, and two national seminars were arranged by the Further Education Unit.

The project was sponsored by the Manpower Services Commission to provide opportunities for the appraisal of the staff development needs of FE staff and trainers related to the MSC policy for guiding the achievement of NTI Objectives.

4. The aims of the project were to:

i) raise the awareness of the further education system (including higher education) with respect to the staff development/training necessary to relate to the MSC strategy;

ii) provide guidance to the system and others through both the seminars and ensuing reports.

5. Each seminar sought to provide exemplars for:

i) identifying modern occupational training needs;

ii) providing new-style vocational education/training to match these needs;

iii) providing staff development for trainers/teachers to enable them to deliver appropriate programmes.

6. The dates and locations of the seminars are listed in Appendix 1 and a brief outline of the programme for each seminar is given in Appendices 2 to 12. Separate reports are available, summarising the presentations, types of occupational training and staff development issues, for each of the seminars.

7. Each seminar was limited to about fifty participants, the aim being to have a cross-section of people from industry, business, commerce, training and education. The number of participants, analysed by category, is given in Appendix 13. The following generic terms are used in the analysis:

Industry includes business, commerce and training; **Colleges** include staff from colleges, polytechnics and universities; **Others** include staff from the validating bodies, local education authorities, Regional Advisory Councils, Manpower Services Commission and Further Education Unit.

SECTION II: THE SEMINARS

8. The seminar programme provided a unique opportunity for some five hundred experts from industry and FE to come together to appraise needs and to identify good practice, providing, in a sense, one model for future staff development.

The seminars confirmed that as industry, business and commerce are changing, so are their training needs, with a consequent impact on vocational education and training (VET).

Some quoted examples were:

i) the need for multi-skilled diagnostic technicians in the process industry;
ii) the changing nature of work patterns in companies within the Road Transport Industry Training Board;
iii) the changing duties of many staff in the hotel industry;
iv) the increasing demands made on counter sales staff in the retail industry.

9. The seminars also confirmed the value of trainers/teachers meeting with colleagues from industry, business and commerce to discuss developments and training provision. These discussions themselves were an important staff development activity and every facility and encouragement should be given for similar discussions to be initiated and continued. Many participants reported that this seminar programme itself represented a significant step in their own staff development.

SECTION III: ISSUES RELATED TO STAFF DEVELOPMENT

10. The seminars and the publications of the MSC and others point to the significance of many changes taking place in education and training. Some of these derive directly from the MSC strategy for the modernisation of occupational training; some pre-date that strategy; others relate to the modernisation of industry which is not always easily related to the modernisation of occupational training; whilst others are indications of the response of the further education system. Eight main issues require to be addressed if staff development for trainers/teachers is to enable them not only to respond to these changes, but also to initiate new developments. These issues were identified by MSC in *Modernisation of Occupational Training* (July 1984):

i) Industrial environment
ii) Access
iii) Relevance
iv) Design
v) Delivery
vi) Assessment
vii) Cost-effectiveness
viii) Industrial relations

Environmental factors

11. It is generally recognised that the UK still has an exceptionally low level of occupational qualifications in its workforce. Discussion at the seminars confirmed that this and other factors associated with the overall industrial environment will have a key influence on VET; these other factors include:

i) A wider clientele for occupational training is necessary to upgrade the qualifications of the workforce.
ii) The effect of replacing time serving with standards-based training may alter the distribution of the clientele for training.
iii) New combinations in multi-skills training will alter the distribution of the clientele.
iv) The effects of new technology and the need for updating will probably widen the age distribution of the clientele for training.
v) Training for flexibility and adaptability in the face of increasing change will alter the design of training.

Access

12. The seminars confirmed the need to eliminate unnecessary restrictions on entry to training/education, whether by age or non-relevant educational qualifications. These restrictions must be replaced by criteria related to the ability to benefit from standards-based training. The main aim should be to remove barriers which currently exclude people from training which they are capable of undertaking, and from related jobs.

Clearly employers should base recruitment and selection on recognised and tested competence rather than on obsolete traditional selection criteria. Entry to training as well as education is often based on unnecessary or sometimes irrelevant academic qualifications. Both education and training arrangements are sometimes said to offer little scope for recognising alternative ways of demonstrating competence. There is a clear need for promoting an inter-agency approach to accreditation procedures for selection purposes, particularly with respect to relevance, competence and the accreditation of experience. This need is well known and the current Review of Vocational Qualifications may improve the structure. The seminars however identified staff development of teachers/trainers as a somewhat neglected dimension of this issue.

Relevance

13. The seminars confirmed that greater emphasis is being placed on the relevance of the education and training:

'Improvements in relevance require that employers, unions and industry bodies identify what standards of competence are relevant for particular purposes; and build on the best practice in working with training and further education providers to meet industry's needs'[1].

There is, therefore, the need for increasing dialogue between the partners in the education/training service. Regional Advisory Councils (RACs) provide one mechanism for this dialogue. The Local Collaborative Projects (LCPs) and the seminars associated with this project are other examples of productive discussions of relevance and identification of need. The issue of relevance, however, requires to be embedded in the day-to-day teaching of all teachers, curriculum designers and managers. It should, therefore, be a staff development focal point.

Design

14. The seminars confirmed that there is a continuing need to introduce

flexibility into programmes at the programme design stage. There are many examples of good practice in existence.

The development of tailor-made PICKUP-type programmes has led to the growing recognition that much vocational education and training has been too lengthy, contains some unnecessary material and is not available at the appropriate place and time. Hence programmes have been developed which meet the specific needs of individuals/companies.

Modular/unit/segmental arrangements have been developed which are claimed to have many advantages such as:

(a) Progression can be based on the achievement of satisfactory standards in one or more modules.
(b) Modules can be selected according to the trainee's particular needs.
(c) Modules can be more readily revised.
(d) Additional modules can be added to meet changing requirements.
(e) Modules can be taken by adults for updating or widening of competence without the unnecessary repetition of common material.
(f) Modules may be a more convenient way of making provision for a multi-skilled workforce.

Examples of modular training arrangements include the training of craftsmen in the engineering industry[2] and the introduction, in Scotland, of a new modular system for the vocational education and training post-16. This 16-18 Action Plan offers an opportunity to link foundation training and occupational training within a flexible structure of modules, each leading to clear standards of competence capable of objective assessment.

Modules, however, are not a panacea. For example, they do not guarantee quality any more automatically than do more integrated courses. Their design, whether for PICKUP or mainstream-type programmes, requires professional expertise and judgement, and design has therefore been rightly identified as a staff development issue.

Delivery

15. The seminars confirmed a general belief that access to training/education has often been limited because training/education opportunities have not been available at the right place and time. Nor have they afforded the opportunity for the trainee to work at her/his own pace. For example, a recent FEU/PICKUP report analysing the continuing professional needs in the chemical process industry indicates that in-house courses are preferred. Flexible learning provision is now undergoing considerable development and the MSC Open Tech Unit[3] has given considerable impetus to the development of new

training materials and methods within all sectors of industry and commerce. The Open Tech Directory and other publications by MSC give details of Open Tech projects, the development of which has been funded by MSC. Two notable ones are the Southtek Consortium, established as the result of co-operation between industry and technical colleges to develop training packages, and the Austin Rover scheme to set up open learning centres to provide employees with a computer-based and managed learning system in the car industry.

There are other projects [4] seeking to expand the provision for flexible learning that already exists within the education/training system. All confirm that staff development is a crucial element of this provision.

Assessment

16. The seminars confirmed that progress is being made to replace time-serving by the achievement of agreed standards of competence. Testing and assessment systems must be used to measure understanding, experience and practical skills, as well as knowledge, against recognised standards of competence. Such assessment and testing are used to assess readiness for further training and, for example, to certify craft competence.

There is a considerable amount of work[5] being done in these areas by ITBs, testing agencies and others. However, if standards-based assessment is to be truly effective, the dissemination of the results of this type of work needs to be a major objective for staff development.

Cost-effectiveness

17. The seminars confirmed that a more cost-effective approach to vocational education/training can make the initial investment a more attractive proposition. Outcomes should be more carefully defined since vocational education and training is more likely to be supported if it is seen to be relevant. Reductions in the length of training periods, or increased benefit from training, or both, should be seen to be under continuous appraisal. Quality, in the form of content of VET and more flexible methods of delivery should also be seen to be under review. VET should be about efficiently and economically relating to individual and company needs to reach agreed standards of competence, rather than automatically relying on fixed courses and patterns of provision with which individuals must conform. The staff development implications of maintaining such a cost-effective approach are obviously significant.

Industrial relations

18. The seminars confirmed that many aspects of the modernisation of occupa-

tional training are matters of industrial relations rather than solely of improving the design and delivery of vocational education and training. Consequently, staff development confined to the issues described above may be largely ineffective if industrial relations issues are not appropriately addressed. For example, the reduction in the length of apprenticeship, the recognition of craft status by assessment of competence rather than time-serving and the removal of age limits, are matters which must be agreed between employers' organisations and trade unions and which are related to wage payments. Another sensitive area is the training of multi-skilled personnel, where craftsmen/technicians previously trained in a single skill area may feel threatened, and delicate aspects of industrial relations arise. Similarly, many trainees who have had a broad-based initial training may not fit easily into a workforce where there are 'demarcation' problems and industrial relations issues.

Programme designers and teachers, as well as trainers, need to be aware of these issues so that a sensitive and optimum relationship can exist between VET and industrial relations.

SECTION IV: AGENDA FOR ACTION

19. In reviewing the above issues the seminars identified and confirmed a staff development Agenda for Action which is explained in paragraphs 20-32 together with a Necessary Support Framework in paragraphs 33-39.

STAFF DEVELOPMENT AGENDA ITEMS

20. The seminars confirmed a number of interrelated key areas for staff development, and identified the following twelve headings as an agenda for action for the staff development of FE teachers and trainers:

i) developing flexible attitudes and openness to change;
ii) developing the personnel function of FE management;
iii) developing resource management skills;
iv) appraising organisational structures towards increasing flexibility;
v) helping managers take effective responsibility for planning and implementing staff development;
vi) developing techniques for needs analysis;
vii) raising awareness and developing competence in marketing the FE role in VET;
viii) training and retraining in new and existing skills appropriate to the delivery of new-style programmes;
ix) raising awareness and developing support skills;
x) developing appropriate assessment techniques;
xi) developing inter-agency skills;
xii) developing systematic links with industry for updating and research purposes.

Each of these agenda items is developed in the following paragraphs.

Modifying attitudes

21. One of the most important factors identified relating to the staff development of trainers/teachers is the recognition that staff development is necessary to meet the changes taking place in industry, business and commerce and the modernisation of occupational training. This is generally accepted but it is more difficult to describe procedures or programmes likely to induce these attitudinal changes. The seminars showed that, in many cases, the changes have been induced by the leadership of senior staff who have been keen to persuade local authorities to provide new equipment and opportunities, and to persuade industrialists, MSC and others to support their initiatives. Senior staff have a responsibility to: co-ordinate and disseminate information regarding change;

share their proposed plans with other staff; and be responsive to comments and suggestions.

The staff development agenda item is : **Developing flexible attitudes and openness to change.**

Staff assessment/appraisal

22. There were frequent references at the seminars to the desirability of a staff appraisal system and the following aspects were stressed:

a) the system should be seen as a positive one and helpful to staff;
b) the person being assessed should be allowed to participate in the assessment, i.e. it should arise from a joint discussion and should not be seen as judgements reached in isolation and secrecy by a supervisor;
c) the emphasis should be on the discussion of a staff development programme to meet the needs of the individual and the organisation.

In the context of the Modernisation of Occupational Training, the most effective staff appraisal will probably be that which is curriculum-led: i.e. an appraisal based on an analysis of the mismatch that exists between the demands that the new-style courses and techniques present to the individual teacher, and the agreed competence and experience possessed by that teacher.

Staff will need development to be aware of the appraisal systems available and to fulfil the positive purposes outlined above. Managers will require to be trained to carry out appraisals and agree with staff the necessary development activities, including any industrial relations aspects. Further appraisals should seek to evaluate the effectiveness of these activities; and this evaluation will be helped if each member of staff who participates in a formal staff development activity is required to write a short report on it, including an assessment of its value and effectiveness.

The staff development agenda item is : **Developing the personnel function of FE management.**

Resource management skills

23. Most of the staff development agenda items discussed above have pointed to the need for the development of various management skills. The modernisation of occupational training is taking place at a time of serious resource constraint, with increasing emphasis on the use of available resources. Resources may be used more effectively if, after analysis, they are reallocated from one area to another, and if economies or surpluses in one area are used to increase resources in another, such as staff development. Resource management skills are vital and

must be developed in staff, particularly those in supervisory/management positions.

The staff development agenda item is : **Developing resource management skills.**

College organisation

24. As with industry, there is some training provision in FE that needs to be broadly-based providing for multi-skilled personnel, and some which is quite specific. Many colleges are organised into a strong departmental structure which sometimes makes a multi-skilled provision difficult and hampers the development of an effective team. Similarly, the conventional time and location of VET are not always the most suitable for trainees and employers.

The organisation needs examining and, if necessary, restructuring so that it can facilitate the required training rather than prevent change.

The staff development agenda item is : **Appraising organisational structures towards increasing flexibility.**

A management responsibility

25. The responsibility for staff development is not the sole responsibility of the training officer or the member of college staff with assigned responsibility for staff development, but is an important responsibility of all staff in a management or supervisory role. Staff development is likely to prove more effective if it is part of a management development programme. Senior staff should be able to work out in association with other staff, including support staff, the development necessary to enable an effective response to changing conditions, i.e. the management of change. Team development, in terms of making, managing and maintaining teams, will be a crucial part of this. This point is developed in para 29(b). Too much staff development is *ad hoc* and often consists of responding to requests from individual members of staff to attend courses or conferences or have a period of secondment. There is a need for a much more systematic planning of staff development related to the needs of both the individual and organisation; for example, the introduction of information technology across a college and a local authority requires a plan of development activities for all staff and cannot be left solely to individual staff initiatives. A systematic, albeit sensitive, staff appraisal system would enable staff development needs to be discussed and identified regularly.

The staff development agenda item is : **Helping managers take effective responsibility for planning and implementing Staff Development.**

Needs analysis

26. There is an increasing emphasis on the importance of relevance in education and training and hence on the analysis of training needs. The corollary of this is that FE should assist in the identification and articulation of industry's needs. It is often said that industry 'does not know what it wants', and, in terms of translating problems into training programmes, few would deny this. This is where FE can assist. However, many FE teachers (and some trainers) have little expertise in the assessment of training needs and in helping people from industry, business and commerce to articulate or define their needs so that appropriate training programmes can be developed to meet them. This necessarily involves the development and employment of consultancy skills of a high order. The development of expertise in this area is important and a number of examples of appropriate activities were mentioned at the seminars. Typical examples are:

a) a one-day workshop arranged by the Coventry PICKUP Consortium in conjunction with the Engineering Industry Training Board, designed to help providers of training programmes confront 'the problems of analysing training needs for individuals, departments and companies';
b) an Open Tech project at Newcastle upon Tyne Polytechnic involved an external consultant working with a staff team to develop expertise in the most effective ways of approaching companies to assess needs;
c) a secondment of FE teachers to a local firm by Wearside College in Sunderland, to assist in the design of an appropriate training programme, incidentally updated the teachers.

Each of the above deserves greater amplification than space here allows. Suffice it to say that there is an increasing amount of supportive material and activity now being generated. The seminars confirmed that industry expects LEAs/colleges to sort out their priorities, whatever the constraints. This simply represents the perspective of any consumer towards a producer. Marketing, as outlined below, should assist LEAs/colleges in the determination of their priorites.

One aspect of LCPs is the meeting between staff in colleges and industrialists to assess training needs and many examples from a wide range of occupational training were presented in the seminars. Typical examples are :

i) identification of training needs of small employers in the Birmingham clothing industry[6];
ii) management training needs of the growing tourist industry of holiday parks[7];
iii) multi-skill apprenticeships[8];

iv) training in robotics[9];
v) off-shore technology training[10];
vi) computer-aided manufacture[11].

In all these cases the staff development resulted from staff being able to spend time meeting with industrialists, visiting industry to assess needs and employing appropriate survey/interview techniques. The LCP funds specifically enabled this development to take place.

The staff development agenda item is : **Developing techniques for needs analysis.**

Marketing

27. There is an increasing need for colleges to be involved in marketing in order to :

i) assist in the determination of college priorities;
ii) attract income where appropriate and ensure the most effective use of personnel and facilities;
iii) respond to individual, employer and community needs;
iv) respond more effectively to the many training initiatives by MSC, employers, training boards etc;
v) make college facilities and expertise available to a wider range of clientele.

Each of the above deserves greater amplification than space here allows. Suffice it to say that there is an increasing amount of supportive material and activity now being generated.

There is a common misapprehension in FE that marketing simply means 'selling' or 'promoting', whereas marketing is actually concerned with assessing the customer's needs, designing/offering a product at the right price to meet that need, producing the product, delivering it and offering an after-sales service. These factors are also relevant to the marketing of an education and training service.

Whilst some colleges may employ specialist staff in marketing, this is relatively unusual and staff, particularly senior staff, should undergo development to obtain marketing skills. FEU has demonstrated the use of outside consultants for assisting with FE marketing. A number of workshops and conferences have been arranged for this purpose by, for example, regional advisory councils[12] and the Further Education Staff College, Coombe Lodge. Marketing manuals have been produced by FEU/FESC and PICKUP. Colleges, such as Wigan and Longlands Colleges of Further Education[13], have produced their own marketing packs which are introduced to and discussed with staff as part of their development.

The staff development agenda item is : **Raising awareness and developing competence in marketing the FE role in VET.**

Teaching skills

28. Changes in education and training provision have placed new demands on teachers/trainers and require extension of existing and training in new skills, especially in the following areas :

a) **Modular structures**
The advantages of modular arrangements for VET have been discussed in paragraph 14. Staff need development in order to prepare modular schemes where each module has specific objectives thus avoiding unnecessary repetition of material. In presenting modules staff may well be faced with trainees of different ages and ability who are learning the modules and completing them at different rates. Learners require to be assessed to determine the extent to which a desired level of skills, knowledge, understanding and attitude has been reached. Faced with these variations it is the prime task of the teacher to optimise the learning of each individual. One example of the development of such provision has been the modular programme for some service industries at Kirby College of Further Education[14].

b) **Broad-based training**
With YTS, trainees are being given more broadly-based initial training than has previously been associated with conventional apprenticeship training. The scheme in construction offered by Solent Builders[15] is a typical example. Staff will therefore have to train and educate young people who, at a later stage, may not be specialising in the teacher's particular craft skill. Within this 'constraint' they will have to motivate trainees, assist them in adapting to an adult role and recognise that they will not necessarily be aspiring to a specialist level of competence in a particular skill. Nevertheless, a basis for adaptability and transfer has somehow to be established.

c) **Multi-skills**
Many trainers/teachers have developed expertise in a particular skill and the development of training for multi-skilled personnel probably means that staff have to :

i) work together as a team (see paragraph 25) whereas they had previously worked as individuals;

ii) recognise that, if trainees are to develop multi-skills, their level of skill in a particular area may be less than that to which the trainer has been accustomed in dealing with single-skill personnel;
iii) recognise that multi-skilling may be the basis for updating not only their trainees but themselves.

d) **Flexible learning**
Open and distance learning provision has been made for many years[16,17,18] but is developing rapidly in companies[19] and colleges[20,21] with the impetus given by the establishment of the Open Tech Unit and the initial funding provided by MSC.

The development of such provision makes many demands on teachers/trainers who will need training to cope with them or to decide if any external specialist or consultant should be employed. Some of the extra demands associated with flexible learning are:

i) development of training packages, necessitating writing and editing skills;
ii) costing, to ensure that costs are recovered;
iii) working in a team, to produce the materials and administer the system;
iv) recognition of the changed, and often enhanced, role of support staff;
v) tutoring open learning students.

The staff development agenda item is : **Training and retraining in new and existing teaching skills appropriate to delivery of new style programmes.**

Support skills

29. Trainers/teachers are required to possess an increasing range of skills relating to their training function, such as :

a) **Counselling and guidance skills and awareness**
Within a modern training structure, trainees should, where appropriate, be able to select individual modules, rather than rely on fixed set courses and patterns of provision to which they must conform. This will particularly apply to adults, and so there is generally an increasing need for more 'negotiation' of the curriculum. The trainee should increasingly make the choices, rather than the trainer. Staff will need to develop skills of counselling and negotiation to deal with this increased autonomy.

b) **Team work skills and awareness**
In the past, many trainers, particularly FE teachers, have taught their own specialism, often in isolation, and sometimes with little recognition

of what is being taught in other parts of the provision. Schemes involving new combinations of skills and greater flexibility of delivery have highlighted the need for staff to work together as a team to devise and implement training programmes. This was stressed in many presentations at the seminars, with examples from 16-19 vocational education[22], YTS[23], multi-skilled technician training[8] and Open Tech projects[20]. It is important to recognise that support staff are vital members of the team and must be involved in its development.

Team work is not easily developed, particularly when staff are under pressure, with little time to meet together to discuss issues, but experience indicates that team work develops as staff meet, for example, at residential weekends, to talk about provision and agree common objectives. Such meetings are an essential part of staff development.

c) **Financial awareness and skills**

Trainers are required increasingly to meet potential clients, develop programmes and either recommend or agree charges. They will only be able to do this satisfactorily if they have some knowledge of costing and those costs which make up the total cost of a programme.

Many trainers, particularly FE teachers, have, in the past, only been knowledgeable about the course fees decided by local authorities and will need development to understand and appreciate the effective uses of resources. There is, rightly, increasing stress on cost-effectiveness and 'value for money'.

The staff development agenda item is : **Raising awareness and developing support skills.**

Testing competence

30. One of the major aspects of the Modernisation of Occupational Training is the move towards a more flexible and convenient means of assessing competence. Valid assessment and accreditation is an essential part of any competence-based training structure[24]. Staff will need systematic training and support to master these skills. Proficiency testing is not new. It existed, for example, in the late 1940s in the agricultural industry[25]. The Road Transport ITB[26] is carrying out development work on the assessment of competence. The testing of competence is a recognised part of training in the hotel and catering industry[14, 27, 28]. The CGLI has a well-developed Skills Testing Unit, etc. Testing methods in most FE mainstream vocational courses are valid but to many outside they appear unduly inflexible, inconvenient and not always immediately relevant. The adoption of a modular system can provide more flexibility,

but staff need to be aware of the issues, and the advantages and disadvantages, of modular assessment. The assessment of experiential learning is of growing importance in a training strategy that places much emphasis on learning by doing. This is an area for further development work. The recording of competence is also an important area particularly when related to the assessment of readiness for further training; formative profiles are one way of coping with this problem but this is only one technique that the modern trainer/teacher will have to master. This is an area which is rapidly growing in urgency.

The staff development agenda item is : **Developing appropriate assessment techniques.**

Inter-agency co-operation

31. Teachers have, conventionally, been concerned with enrolling students, preparing learning programmes, teaching and assessing. They are now being faced with a wider range of duties which might well include the management of projects, often for an outside sponsor, such as MSC or a company. Such projects require skills to develop and negotiate the project and ensure its satisfactory completion within the stipulated time and cost limits. Teachers, as project officers, will have to work with a range of people including sponsors, finance officers, trainers, teachers and support staff. They will have to co-ordinate the available resources and overcome what often appear to be frustrating delays related to liaison and negotiation. All these aspects may require the development of a wide range of additional technical and personal skills vital to the satisfactory completion of any project.

The staff development agenda item is : **Developing inter-agency skills.**

Links with industry: updating

32. It is vitally important that staff are up to date in the latest advances in their specialist subject technology/techniques and in their application in industry, business and commerce. This may require greater specialist knowledge, for example, in computer-aided engineering or information technology, to facilitate learning to advanced levels. Or it may require a more general knowledge, for example, in information technology, so that all trainees can obtain some skill in this important area. Every college will have its experts in computing who teach this as a special subject but it can also be argued that all staff should have, through computer literacy, some expertise in the use of microcomputers and their application to a wide range of training. The provision of up-to-date equipment in colleges is also related to updating of staff and, if colleges are to meet the demands placed upon them by the modernisation of occupational training, this provision is essential.

The seminars included many examples of the staff development necessitated by updating in engineering[29, 30], robotics[9], printing[31] and business[32] and by the more general requirement for information technology to be introduced across the curriculum[33, 34] as well as in specialist courses. These exemplars illustrated a wide range of staff development activities including courses, conferences and seminars, links with industry, secondment, research and consultancy (Appendix 12 refers in more detail).

The staff development agenda item is : **Developing systematic links with industry for updating and research purposes.**

A NECESSARY SUPPORT FRAMEWORK

Training for LEA officers, advisers and college managers

33. The seminars confirmed that the above staff development agenda items, for teachers and trainers, though by no means unique to the modernisation of occupational training, were nevertheless crucial to the effective implementation of such modernisation.

The ability of teachers/trainers to respond to the modernisation of occupational training and participate in appropriate staff development activities nevertheless depends upon a number of resource and administrative factors. Where such problems arise, their resolution may not be in the hands of the teachers/trainers themselves. The seminars confirmed that there were sufficient key issues to justify their identification as a separate necessary support framework for the modernisation of occupational training. Such a framework should include:

i) developing institutional financial autonomy to ensure flexibility;
ii) streamlining LEA procedures to encourage flexibility and initiative;
iii) developing appropriate ways of costing and pricing training delivery;
iv) encouraging local collaborative initiatives;
v) developing procedures for obtaining modern equipment;
vi) developing and monitoring realistic staff development budgets.

Such issues, as expanded briefly below, are seen to comprise a complementary training programme for LEA officers, advisers, and college managers. Each of these issues is expanded in the following paragraphs, to justify their inclusion in such a programme.

Flexibility of response

34. A responsive and responsible attitude is encouraged if colleges are given the freedom to incur expenditure on staff development activities, within an overall

budget and policy agreed by the governing body/local authority. There is an obvious need for LEAs to be seen to be supportive of staff development, but, in some colleges, LEA officers and others may become unnecessarily involved in individual cases, sometimes when only a small amount of money is involved. Experience shows that where staff are given the freedom to operate within overall expenditure limits, they are able to respond quickly and effectively and enthusiasm and commitment are maintained.

The programme item is : **Developing institutional financial autonomy to ensure flexibility.**

Streamlined procedures

35. Local authority procedures are often seen as time-consuming and irrelevant, acting as a disincentive to the development of a quick and effective response. Senior staff may negotiate a VET agreement with a client-organisation only to find that formal endorsement is delayed or that it contravenes conventional LEA practice. Financial procedures need to be flexible. Many projects and responses rely heavily on support staff; but the appointment and development of support staff, even within an agreed, externally financed budget, is another area where many colleges perceive local authority procedures to be unhelpful. There is, therefore, a need for more staff development for local authority officers so that they too may understand the changing circumstances and facilitate response rather than hamper it.

The programme item is : **Streamlining LEA procedures to encourage flexibility and initiative.**

Costing and pricing

36. The seminars, without exception, identified a need for increased flexibility, particularly for special short courses and open learning provision. With these modes of course design and delivery it is increasingly difficult to use conventional staff-contact hours as the basis for costing and pricing special courses. The Audit Commission puts much emphasis on staff timetabled hours and clearly a range of methods of calculation will have to be employed. In open learning the concept of 'case-load' is increasingly used. If training provision has to be cost-effective, then clear policies will need to emerge from LEAs with respect to the costing and pricing of PICKUP-type courses and open learning. Arrangements must be much more flexible. Guidance is being formulated, but it will require mediation[4]. As MSC has said, we can no longer afford to rely 'on fixed courses of patterns and provision with which individuals must conform'.

The programme item is : **Developing appropriate ways of costing and pricing training delivery.**

Local Collaborative Projects (LCPs)

37. These relatively new initiatives by the DES/MSC were often mentioned at the seminars. Small scale LCPs provide funding up to £15,000. This is a comparatively small amount, although it is not the total cost of the project; a significant contribution, particularly in staff time, has to be made by the collaborating organisations. Nevertheless, on the evidence so far, the LCP initiative has generated considerable enthusiasm and has enabled staff to be given some time to meet with industrialists, visit industry and develop training. LEAs who have not already done so could consider supporting LCPs or similar projects.

The programme item is : **Encouraging local collaborative initiatives**

Obtaining modern equipment

38. If trainers, and particularly FE teachers, are to provide up-to-date training, then more modern equipment will be required. CAD, CNC and other up-to-date technology are required. Microprocessors and computer terminals particularly must be available in adequate numbers. Unlike industry, few if any LEAs have amortisation policies and procedures to facilitate the purchase of modern equipment on a planned basis. Without such procedures, staff development and training programmes are unlikely to be perceived as relevant.

The programme item is : **Developing procedures for obtaining modern equipment.**

Realistic staff development budgets

39. Many of the seminar exemplars indicated that most up-to-date industrial and commercial organisations have training budgets. They know how much their training costs, and judge the cost to be worthwhile if it makes an effective contribution to the efficiency and profitability of the organisation. In some cases in FE, unnecessary restrictions are apparently placed on staff development. Some authorities restrict certain activities to particular levels of staff, e.g. only senior staff attend management development courses. It is important to recognise that all staff have development requirements and the crucial factor is the appropriateness of the staff development activity for a member of staff and the task to be done, rather than his/her grade. Many authorities also place limits on the cost of a course or programme which can be attended by staff. This is perhaps not surprising, but value for money, rather than an arbitrary upper

limit, should comprise the main criterion. Some apparently expensive activities, such as residential courses, may be good value for money, whereas the cheaper activities, often more easily approved, may be ineffective and, therefore, a waste of money. There were many examples quoted, particularly when a team is being developed, where external consultants are brought in to work alongside staff to develop expertise, for example, in open learning. The cost of employing such consultants may appear high but, again, the criterion should be value for money rather than relative cost.

There is a need to assess and monitor the amount spent on staff development in FE; to compare it with amounts spent by progressive industrial/commercial organisations, and analyse locally whether the amount is appropriate for the continued efficiency of the college in responding to changing requirements.

The programme item is : **Developing and monitoring realistic staff development budgets.**

SECTION V: CONCLUSIONS

40.

i) The seminars highlighted the changes occurring as a result of the Modernisation of Occupational Training initiative; and indicated those aspects of staff development which must be addressed if the MSC strategy is to be implemented.

ii) It was recognised that the modernisation of industry, often associated with de-skilling and reduced manpower, was not always easily related to the modernisation of occupational training. A process of mediation between the two was required and seminars such as those associated with this project were obviously valuable in such a process.

iii) The exemplars presented in the seminars showed that staff development involves a wider range of activities and clientele than is generally thought. Secondment and attendance at courses are important aspects, but there are many other important, and sometimes more appropriate, ways of ensuring staff development. Also, the seminars made it quite clear that LEA staff as well as teachers/trainers require development.

iv) It follows from this that staff development must be systematic and frequent; rather than *ad hoc* in its appraisal, planning and implementation. This is the prime responsibility of LEA officers, managers and supervisors. All this has resource implications which are outside the scope of this report.

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4. Implementing Open Learning in LEAs. Published as **Implementing Open Learning in Local Authority Institutions** FEU, 1986

5. **The Modernisation of Occupational Training, Progress Report** Manpower Services Commission, November 1984

6. Davies P and Vaughan G; Handsworth Technical College LCP: **Clothing industry** (paper presented at West Midlands Regional Seminar)

7. Parry R and Steeple TW, LCP: **Managing Caravanning, Camping and Self-Catering Parks** (paper presented at West Midlands Regional Seminar)

8. Davies T N **Staff development of teachers to meet the provision of education and training for a multi-skilled workforce** (paper presented at North Western Regional and Second National Seminars)

9. O'Brien C and Millington R P **Education and Training in Robotics** (paper presented at East Midland Regional and Second National Seminars)

10. Ball J R, **Manpower and training needs associated with off-shore gas development, with reference to the Humberside region** (paper presented at Yorkshire and Humberside Regional Seminar)

11. Lucas A, LCP: **Computerised Numerical Control in connection with Computer Aided Manufacture** (paper presented at Northern Regional Seminar)

12. **Marketing for Colleges, Polytechnics and Universities**, BACIE National Conference, 2-3 April 1984 (published by East Midland Further Education Council)

13. Shaw A B **Marketing and Publicity** (paper presented at Northern Regional Seminar)

14. Brewer D **Modular Based Courses: Curriculum for Service Industries** (paper presented at Northern Regional Seminar)

15. Hilyes F **Broad-based training** (paper presented at Southern Regional Seminar)

16. Abbot J, **The NEC Technical Training Scheme** (paper presented at Southern Regional Seminar

17. Sheen P A D, **Open learning at Peterborough Technical College** (paper presented at East Anglian Regional Seminar)

18. Masterton R W **Modernisation of Occupational Training: staff development needs of teachers/trainers: a response from education** (paper presented at First National Seminar)

19. Slater C **Open Learning: Austin Rover** (paper presented at West Midlands Regional Seminar)

20. Crabbe M **South West RMC Open Tech project for technical supervisors in High Tech industries** (paper presented at the South Western Regional and Second National Seminars)

21. Robinson K M **Continuing Education for Nurses: Staff Development needs for Teachers** (paper presented at London and South Eastern Regional Seminar)

22. Millward J **Staff development and the emerging vocational education system** (paper presented at the South Western Regional and Second National Seminars)

23. Mackenzie D **Modernisation of Occupational Training: a personal view** (paper presented at East Midland Regional Seminar)

24. **Towards a Competence-Based System: An FEU View** Further Education Unit, August 1984

25. Woodcraft J M Agricultural Training Board: **The Proficiency Testing System** (paper presented at the South Western Regional Seminar)

26. Frisby J **The Modernisation of Occupational Training: Developments in the Road Transport Industry** (paper presented at the West Midlands Regional Seminar)

27. Keck A **Training in Trusthouse Forte plc** (paper presented at Southern Regional Seminar)

28. Hickey P **The development of the new approach to craft training in the Hotel and Catering industry and its implications for staff development** (paper presented at the South Western Regional Seminar)

29. Harvey G **Educational Issues in Relation to Advanced Technology** (paper presented at East Midland Regional Seminar)

30. Allerton R **New Technology and necessary staff development** (paper presented at North Western Regional Seminar)

31. Grindle L **The changing educational and training needs of the printing industry: some issues for staff development** (paper presented at London and South Eastern Regional Seminar)

32. Pearmain K C **Business Studies staff development: Information Technology** (paper presented at South Western Regional Seminar)

33. Cragg D **Identification of and response to the training needs of industry/commerce, particularly in the field of information technology** (paper presented at West Midlands Regional Seminar)

34. Williams P B **Staff development: Information Technology** (paper presented at London and South Eastern Regional and Second National Seminars)

APPENDIX 1

DATES AND LOCATIONS OF SEMINARS

Date	Regional Advisory Council or National	Location	Outline of Programme: Appendix No.
12 December 1984	West Midlands	Lucas Institute Birmingham	2
14 January 1985	East Anglian	Robinson College Cambridge	3
23 January 1985	North Western	Park Horse Hotel Bolton	4
28th January 1985	East Midland	Beaumanor Hall Near Loughborough	5
1 February 1985	South Western	County Hotel Taunton	6
20 February 1985	Southern	Easthampstead Park Wokingham	7
27 February 1985	First National	Cavendish Conference Centre, London	11
13 March 1985	Yorkshire and Humberside	Huddersfield Polytechnic	8
21 March 1985	London & South Eastern	Garnett College London	10
27 March 1985	Second National	Cavendish Conference Centre, London	12
28 March 1985	Northern	Van Mildert College University of Durham	9

APPENDIX 2

WEST MIDLANDS REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman:	P J W Humpidge	Director, Motor Trade Division, Kalamazoo Ltd.
Introduction:	D Thacker	Consultant, Further Education Unit

Exemplars:

Presenter(s)	**Position/organisation**	**Topic**
Mrs P Davies and G Vaughan	Head of Department Handsworth Technical College Senior Lecturer Handsworth Technical College	Local Collaborative Project to identify the training needs of small employers in the Birmingham clothing industry
C Slater	Training Advisor	Open Tech project to develop a company wide open learning system including the production of computer-based training
R Parry and T W Steeple	Chairman British Holidays Ltd. Vice-Principal Evesham College	Local Collaborative Project to identify the management training needs of the growing tourist industry of holiday parks
J Frisby	Regional Manager (West Midlands) Road Transport Industry Training Board	Occupational training in the road transport industry
D Cragg	Industrial Training Tutor	Identification of and response to the training needs of industry/ commerce, particularly in the field of information technology
D Warner	Co-ordinator Coventry PICKUP Consortium	Staff development needs of PICKUP

APPENDIX 3

EAST ANGLIAN REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman:	Dr D G Lyne	Principal, Bedford College of Higher Education
Introduction:	D Thacker	Consultant, Further Education Unit
Speakers:		
An MSC View:	R Brown	Training Division, Manpower Services Commission
An Educational View:	J Shackleton	Senior Assistant Education Officer, Bedfordshire County Council
Industrial/ Business Views:	Mrs V Byrne	Personnel Manager, Debenhams plc, Bedford
	Mrs P Sable	Personnel Officer, Travenol Laboratories Ltd.
	Mr P Walker	European Training and Development Manager, Texas Instruments Ltd.

Seminar Groups:

Presenter	Position/Organisation	Topic
D Bishop	Open Tech Project Officer, Bircham Newton Training Centre, Construction Industry Training Board	Open Tech Project Site Management
P Linklater	Confederation of British Industry and Chairman, CRAC, Cambridge	CAD/CAM video and resulting issues
F Langton	Training Officer, English Electric Value Co. Ltd.	Training and apprenticeships in electrical industry

P A D Sheen	Principal, Peterborough Technical College	Open Learning at Peterborough Technical College
P Walker	European Training and Development Manager, Texas Instruments Ltd.	Industry-college relationship
F Cooper	Department of Engineering, West Suffolk College of Further Education	Open Tech Project in agricultural mechanics

APPENDIX 4

NORTH WESTERN REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman:	K Green	Director, Manchester Polytechnic
	D W Brown	Secretary, North Western Regional Advisory Council
Introduction:	D Thacker	Consultant, Further Education Unit
Educational View:	Dr J Gardner	Principal, Leigh College

Exemplars:

Presenter(s)	**Position/Organisation**	**Topic**
K Frost	Controller North, Engineering Industry Training Board	Employment and training trends in the engineering industry
J A Sanderson and N Mackie	Vice-Principal, Tameside College of Technology; Co-ordinator, East Manchester Area Accredited	Issues of staff retraining/ re-orientation drawing on experiences with the Local Collaborative Project concerning the supervisory training needs of six companies
E F Kirby	Principal, Knowsley Central Tertiary College	Experiences in the setting up of a new tertiary college from the point of view of the necessary staff development
Dr R Allerton	Principal, Salford College College of Technology	Experiences with developments relating to new technology and the necessary staff development
P Moseley	Vice-Principal (Curriculum), Accrington and Rossendale College	Identification of training needs for new technology

T N Davies	Head of Engineering and Construction Department, Chester College of Further Education	Local Collaborative Project on multi-skill apprenticeship

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APPENDIX 5

EAST MIDLAND REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman:	M P M Child	Personnel Manager, Marconi Electronic Devices Ltd.
Introduction:	D Thacker	Consultant, Further Education Unit
Industrial View:	P Whitfield	Regional Divisional Training Manager, Plessey Office Systems Ltd.

Exemplars:

Presenter(s)	Position/Organisation	Topics
Dr C O'Brien and R P Millington	Department of Production Engineering and Production Management, University of Nottingham; Head of Department of Engineering, Broxtowe College of Further Education	Education and training in robotics
Dr G Harvey	Head of Department of Industrial and Production Engineering, Trent Polytechnic	Educational issues in relation to advanced technology
Ms D Partington	Youth and Community Development Officer, The CLEAR Unit, Co-operative Union Ltd. Stanford Hall	Outline of the discovery learning programme for YTS trainees in retail co-operatives
D Mackenzie	Principal, West Nottinghamshire College of Further Education	Staff development associated with the Youth Training Scheme and changes in apprenticeship and technician education

A Timson	Project Manager, Leicestershire Institute of Knitwear and Allied Industries	Open Tech project on open learning for technicians in the knitted textile industries

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APPENDIX 6

SOUTH WESTERN REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairmen:	J G Owen OBE	Chief Education Officer, Devon County Council
	F S Fisher	Secretary, South West Regional Advisory Council for Further Education
Introduction:	D Thacker	Consultant, Further Education Unit
Industrial View:	A Seager	Management Training Manager (Bristol), Rolls-Royce Ltd
Educational View:	I Wingfield	Principal, Salisbury College of Technology

Exemplars:

Presenter	Position/Organisation	Topic
K C Pearmain	Head of Department of Business Studies, Bournemouth and Poole College of Further Education	Business Studies Staff Development in Information Technology
J Millward	Principal, Weston-super-Mare Technical College	Experiences in meeting the requirements of new initiatives in the 16-19 vocational preparation field with particular reference to staff development
P Hickey	Training Development Adviser, Hotel and Catering Industry Training Board	The development of the new approach to craft training and its implications for staff development
M Crabbe	Project Officer, Open Tech Unit, Bristol Polytechnic	The work of the Open Tech Unit at Bristol Polytechnic and staff development associated with various projects

D W Biddlecombe	Head of Engineering and Construction Studies, Gloucestershire College of Arts and Technology	Staff development for computer aided engineering
J M Woodcraft	Senior Training Adviser, South West Region, Agricultural Training Board	The development of proficiency testing by the Agricultural Training Board

APPENDIX 7

SOUTHERN REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman:	Dr G J K Acres	Research Director, Johnson Matthey plc
Introduction:	D Thacker	Consultant, Further Education Unit
Educational View:	E Hewitt	Principal, Reading College of Technology

Exemplars:

Presenter(s)	**Position/Organisation**	**Topic**
A Keck	Management Development Centre, Trusthouse Forte plc	Training in the catering industry
F Hilyer	MSC Co-ordinator, Department of Construction, Highbury College of Technology	Broad-based training
J Abbott	Manager, NEC/BT Technical Training Scheme, National Extension College	The NEC Technical Training Scheme
N Davies and Ms S Peacock	Regional Manager, Eastern and Southern Region, Engineering Industry Training Board; Assistant Principal Research Officer, Engineering Industry Training Board	Statistical and training trends in the engineering industry

APPENDIX 8

YORKSHIRE AND HUMBERSIDE REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman:	J Foreman	Shepherd Construction Ltd.
Introduction:	D Thacker	Consultant, Further Education Unit
Speakers:	Dr A Thayre	(Formerly) Chief General Manager and Director, Halifax Building Society.
	G Brumwell	Chairman, South Yorkshire Area Manpower Board
	A J Lee	Principal, Barnsley College of Technology

Exemplars:

Presenter	**Position/Organisation**	**Topic**
J R Hall	Humberside College of Agriculture and Norticulture	Local Collaborative Project: Helping the small family farm
C Wilkinson	Senior Training Adviser, North East Region, Engineering Industry Training Board	Training requirement of the Engineering Industry Training Board
D Anderson	Rowntree Mackintosh	Company training schemes
P Channell	Shipley ITEC	Staff development of teachers/trainers: information technology
A Gow	Head of School of Science and Technology, Bradford and Ilkley Community College	College training schemes

APPENDIX 9

NORTHERN REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman: J Eversley — General Manager, Tyne and Wear Enterprise Trust

Introduction: D Thacker — Consultant, Further Education Unit

Exemplars:

Presenter(s)	Position/organisation	Topic
A Lucas	Head of Engineering and Construction Department, West Cumbria College	Local Collaborative Project for CNC in connection with CAM
D Brewer	Head of Department of Food and Fashion, Kirby College of Further Education	College's response to innovations in changing working patterns through the development of modular courses
H Hitchens	Principal Lecturer, Faculty of Engineering, Wearside College of Further Education	Examples of good practice in adult retraining
Ms M Slowey	Senior Lecturer, Recurrent Education Service, Newcastle upon Tyne Polytechnic	Polytechnic's response to regional problems in collaboration with other institutions and, in particular, the development of the North East Open Learning Network
C N Standing	Principal, Kendal College of Further Education	Stimulating short course development in a small college
Dr A B Shaw	Principal, Longlands College of Further Education	College's response to demands for marketing

APPENDIX 10

LONDON AND SOUTH EASTERN REGIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman:	Councillor M G Venn	Chairman, Regional Advisory Council
Introduction:	D Thacker	Consultant, Further Education Unit
Eductional View:	J B Fuller	Principal, Waltham Forest College

Exemplars:

Presenter	**Position/organisation**	**Topic**
J M Fricker	Controller, Group Training, National Westminster Bank plc	Training in the National Westminister Bank
P W Williams	Vice-Principal, Uxbridge Technical College	Staff development for information technology
Ms K M Robinson	Centre Director, Distance Learning Centre, Polytechnic of the South Bank	Continuing education for nurses: staff development needs for teachers
L Grindle	Head of Department, The London College of Printing	Development in printing education and training: issues for staff development

APPENDIX 11

FIRST NATIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman: D Thacker Consultant, Further Education Unit

Modernisation of Occupational Training: Staff Development Needs of Teachers/Trainers

Viewpoints from industry, commerce and training

D C Stanley — Deputy Director of Education and Training, Confederation of British Industry

C Cattell — Training and Development Officer, Insurance Industry Training Council

M M Allmond — Head of Training and Deputy Chief Executive, Hotel and Catering Industry Training Board

Responses from education

C R Walker — Head of FHE 2 Branch, Department of Education and Science

R W Masterton — Senior Assistant Secretary (Continuing Education), The Open University

Aspects of staff development

J Mansell — Chief Officer, Further Education Unit

APPENDIX 12

SECOND NATIONAL SEMINAR: OUTLINE OF PROGRAMME

Chairman:	Professor J O'Neill	Director, Trent Polytechnic
Introduction:	Dr G Tolley	Head of Quality Branch, Training Division, Manpower Services Commission
Concluding synthesis:	J Mansell	Chief Officer, Further Education Unit

Exemplars:

Presenter	**Position/Organisation**	**Topic relating to staff development**
J Millward	Principal, Weston-super-Mare Technical College	Staff development and the emerging vocational education system
T N Davies	Head of Department of Engineering and Construction, Chester College of Further Education	Provision for multi-skilled industrial workforce
G Robinson	Director, Management Centre, Wigan College of Technology	Marketing
P B Williams	Vice-Principal, Uxbridge Technical College	Information technology
R P Millington	Head of Department of Engineering, Broxtowe College of Further Education	Robotics
M J Crabbe	Project Officer Open Tech Unit, Bristol Polytechnic	Staff development in Open Tech projects

APPENDIX 13

ANALYSIS OF ATTENDANCE AT SEMINARS

	Numbers				Percentage		
	Industry	College	Others	Total	Industry	Colleges	Others
West Midlands	10	36	12	58	17	62	21
East Anglian	10	21	13	44	22	48	30
North Western	13	34	13	60	22	56	22
East Midlands	14	24	18	56	25	43	32
South Western	10	31	13	54	19	57	24
Southern	22	17	7	46	48	37	15
Yorkshire & Humberside	14	30	13	57	24	53	23
London & South Eastern	8	34	10	52	15	66	19
Northern	4	26	12	42	10	62	28
Total Regional Seminars	105	253	111	469	22	54	24
First National	14	11	15	40	35	28	37
Second National	9	29	20	58	16	50	34
Total National	23	40	35	98	23	41	36
GRAND TOTAL	128	293	146	567	22	52	26

APPENDIX 14

TYPICAL STAFF DEVELOPMENT ACTIVITIES FOR SYSTEMATIC LINKS WITH INDUSTRY

Courses

Courses may be : at many different levels from appreciation to advanced, e.g. Master's degree level; taken by different modes, e.g. distance learning, part-time, full-time; and external or in-house. In many cases more advanced courses are taken at universities and polytechnics and the pooling arrangements increase the possibility of staff being seconded to take these courses on a full-time basis. Many colleges offer their own in-house courses/seminars, sometimes with the help of external specialists, and, in many instances, they are being attended by a large proportion of the staff.

Conferences and seminar activities

A wide range of conferences and similar activities is being arranged by professional and educational bodies and many professional bodies are requiring the participation of their members in continuing education activity to qualify for continuing membership. This is important and effective activity and many conferences provide the opportunity for staff from industry, business, commerce, research, training and education to focus upon latest advances and their applications. However, not all conferences give value for money, and whilst money in this case can be well spent, their usefulness has to be continually appraised.

Visits to and links with industry

Visits to industry etc. enable staff to see up-to-date equipment and become familiar with its application. There will obviously be some equipment which is so large and/or costly that it may not be appropriate or financially justifiable to install in a college and such visits are the only way in which staff can become updated. The development of the LCPs has enabled staff to have some time to undertake these visits and be given access to companies, permitting discussions with staff at all levels so that the non-technical factors associated with new equipment and techniques can be discussed and understood.

Other links with specific companies[33] have enabled more regular visits to be made, and opportunities afforded to work with new industrial equipment with company staff participating in courses/seminars at the college.

Secondment

Secondment for staff to take advanced courses has been common for many years and will doubtless continue to be a feature of staff development. However, secondment to industry, business and commerce for planned and specific purposes is at least equally important and effective. Awards are available to make this easier in a few special cases and recent DES guidance[29] on the pooling of in-service training costs now makes it financially possible for colleges/local authorities to second staff to industry, commerce and public services.

Research/consultancy

Appropriate research and consultancies are important aspects of staff development. Much of such activity in colleges is associated with addressing problems being faced by industry and commerce by bringing staff into contact with appropriate personnel and specialists. Project management skills appropriate to open learning are also vital to the satisfactory completion of a research or consultancy project. Many of these projects are now externally financed and require the submission of a report/advice within a specified period of time against deadlines which are much shorter than those to which staff involved in research have become accustomed.

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Objectives

The objects for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;

b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvements can be effected;

c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

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